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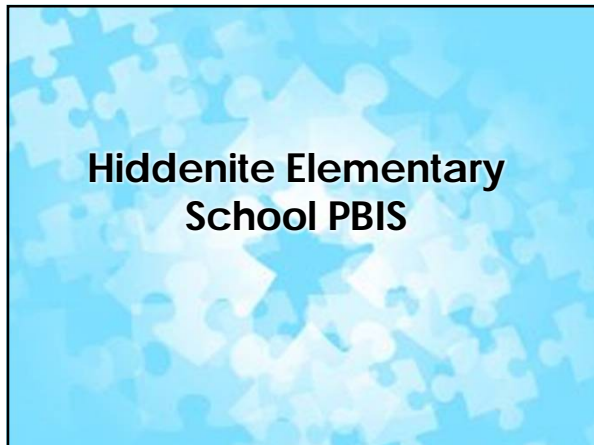
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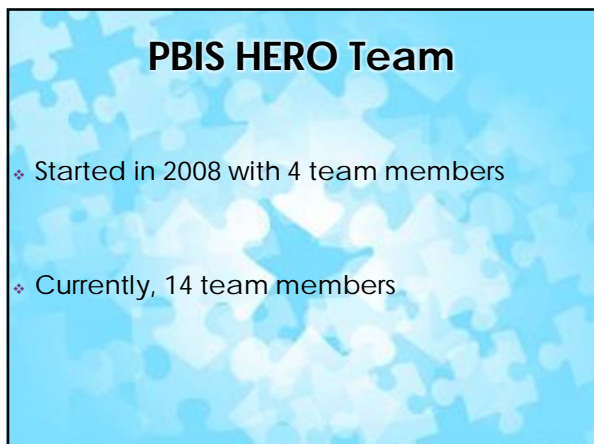
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# HERO

- ❖ H - Have Yourself Ready
- ❖ E - Expect Order
- ❖ R - Remain Safe
- ❖ O - Outstanding Attitude

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## Old Hiddenite HERO Matrix

	Classroom	Hallways / Sidewalks	Restrooms	Bus/Car Line	Playground	Cafeteria
<b>H</b> Have Yourself Ready	<ul style="list-style-type: none"> <li>Have Supplies</li> <li>Complete Assignments</li> <li>Get prepared</li> </ul>	<ul style="list-style-type: none"> <li>Go directly to your destination</li> <li>Keep up with your class</li> </ul>	<ul style="list-style-type: none"> <li>Go to rest and privacy</li> <li>Listen bathroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>Keep backpack closed</li> <li>Have your belongings ready at your stop</li> <li>Be ready for your stop</li> </ul>	<ul style="list-style-type: none"> <li>Remember to use designated area for backpack</li> <li>Have your backpack ready at your stop</li> <li>Be ready for your stop</li> </ul>	<ul style="list-style-type: none"> <li>Bring lunch boxes, lunch cards, and lunch money</li> <li>Remember to use designated area for backpack</li> </ul>
<b>E</b> Expect Order	<ul style="list-style-type: none"> <li>Take all appropriate items using on bus rules</li> <li>Follow school directions</li> <li>Keep items neat and pick up trash</li> </ul>	<ul style="list-style-type: none"> <li>Keep voices off</li> <li>Walk facing forward</li> <li>Hands and body in check</li> <li>Use the quietest path to the place you are going</li> </ul>	<ul style="list-style-type: none"> <li>Think</li> <li>Use rest to rest</li> <li>paper towels</li> <li>Wash hands</li> <li>Use the quietest path to the place you are going</li> </ul>	<ul style="list-style-type: none"> <li>Use whisper voices on bus</li> <li>Follow school directions</li> <li>Be ready for your stop</li> <li>Be ready for your stop</li> </ul>	<ul style="list-style-type: none"> <li>Remember to use designated area for backpack</li> <li>Have your backpack ready at your stop</li> <li>Be ready for your stop</li> </ul>	<ul style="list-style-type: none"> <li>Bring lunch boxes, lunch cards, and lunch money</li> <li>Remember to use designated area for backpack</li> </ul>
<b>R</b> Remain Safe	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to yourself</li> <li>Keep all items in backpack</li> <li>Use equipment appropriately and safely</li> </ul>	<ul style="list-style-type: none"> <li>Stay to the right side of the hallway</li> <li>Walk in a single file</li> <li>Keep hands, feet and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Wash with soap and dry hands</li> <li>Keep hands and feet to yourself</li> <li>Use the quietest path to the place you are going</li> </ul>	<ul style="list-style-type: none"> <li>Stay in your assigned seat</li> <li>Use equipment appropriately and safely</li> <li>Use equipment appropriately and safely</li> </ul>	<ul style="list-style-type: none"> <li>Remember to use designated area for backpack</li> <li>Have your backpack ready at your stop</li> <li>Be ready for your stop</li> </ul>	<ul style="list-style-type: none"> <li>Bring lunch boxes, lunch cards, and lunch money</li> <li>Remember to use designated area for backpack</li> </ul>
<b>O</b> Outstanding Attitude	<ul style="list-style-type: none"> <li>Be on time</li> <li>Be on time</li> <li>Be on time</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Be on time</li> <li>Be on time</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Be on time</li> <li>Be on time</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Be on time</li> <li>Be on time</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Be on time</li> <li>Be on time</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Be on time</li> <li>Be on time</li> </ul>

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## New HERO Cape

### The 7 HERO Habits

**Hallways—Value Level 1**

- Safe, Quiet, Clean
- Always walk
- Face Forward
- Follow instructions
- Keep hands, feet & objects to myself

**Bus—Value Level 2**

- Safe, Quiet, Clean
- Face Forward in your seat
- Speak quietly
- Be attentive
- Keep up my manners
- Keep hands, feet & objects to myself

**Restrooms—Value Level 3**

- Safe, Clean, Private
- Use supplies wisely
- Use one paper towel
- Use the trash can
- Report problems
- Respect other's privacy
- Wash & dry hands
- Keep hands, feet & objects to myself

**Playground—Value Level 4**

- Safe, Fun for ALL
- Share equipment & use it the right way
- Stay in the play area
- Include others
- Include hands, feet & objects to myself

**Cafeteria—Value Level 5**

- Safe, Clean, Well Mannered
- Eat first
- Clean up my mess
- Use nice manners
- Take only if cup is green to those around me
- Get off items before I sit down
- Keep hands, feet & objects to myself

Sharpen the Saw

Seek First to Understand...

...Then to be Understood

Think Win-Win

Put First Things First

Be Proactive

Begin with the End in Mind

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# School-wide Acknowledgement Systems

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- ❖ Hero Bucks change to Class HERO Cards
- ❖ Tickets changed to Individual HERO Cards
- ❖ Wrist Bands: Used by enhancement teachers
- ❖ Success Celebrations
- ❖ Positive Office Referrals

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## Class HERO Cards



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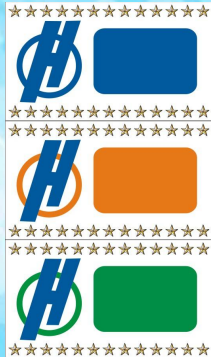
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## Individual HERO Cards



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## Positive Office Referral

- ❖ Google Form sent to Administration
- ❖ Example

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## Discipline and PBIS Decision Making Process

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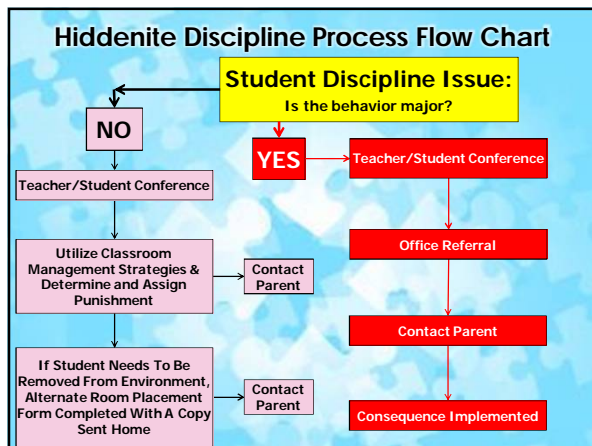
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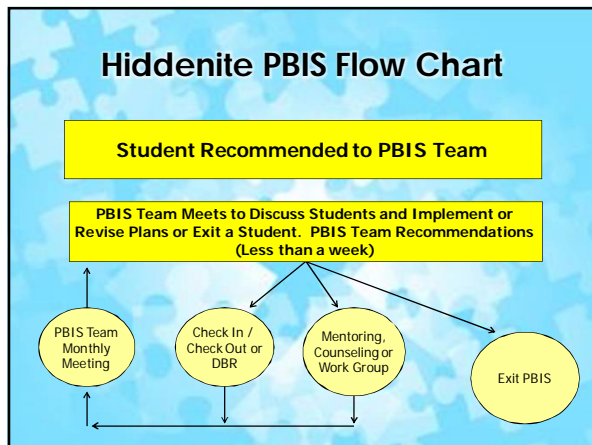
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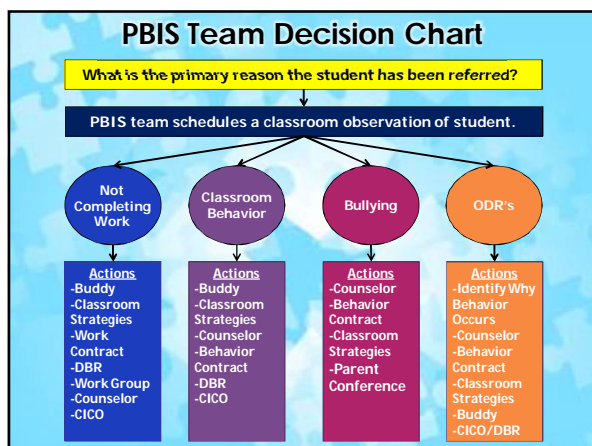
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### PBIS Weekly Summary

Weekly Mentoring Summary		
Student: _____	Week of: _____	
Monday	Tuesday	Wednesday
Thursday	Friday	Weekly Summary

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## Level 2 PBIS Implementation

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- ❖ Work Groups
- ❖ Mentors/Buddies (Adult and Peer)
- ❖ Counseling
- ❖ Check In/Check Out
- ❖ Work/Behavior Contracts

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### Check In/Check Out Qualifications

- ❖ Does a student have problems with multiple settings or throughout the day?
  - If yes, CICO will be considered.
  - If no, consider looking at strategies in that environment or with that staff member.
- ❖ Have multiple classroom strategies been used for more than a period of 2 weeks for each strategy?
  - If yes, CICO will be considered.
  - If no, implement one or two more classroom strategies before reevaluating.
- ❖ Has the student received sufficient positive reinforcement?
  - If yes, CICO will be considered.
  - If no, increase the number of reinforcements and reevaluate.

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### Check In/Check Out Qualifications

- ❖ Have the class and school expectations been taught adequately?
  - If yes, CICO will be considered.
  - If no, teach expectations and reevaluate (more common with new students to the school).
- ❖ Does the student show aggressive or violent behaviors?
  - If yes, consider other strategies like counseling, increased positive reinforcement, and environments or situations that trigger the behavior.
- ❖ Does the student have more than 2 ODR's?
  - If yes,;
    1. Did the ODR's occur close together?
    2. Is there a history of multiple ODR's in previous years?
    3. Has the student previously been referred to the PBIS team?
  - \*\*If the answer is yes to any of these questions, CICO will be considered.

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### Exiting CICO

- ❖ Students that show weekly achievements of 80% or higher consistently for 8 weeks will begin the exit process form CICO.
- ❖ The exit process has 4 steps that last for 8 weeks.
- ❖ Exiting Steps
  1. Students will self-monitor their behavior and/or work using the CICO sheet. Students will still check in/check out every Wednesday and Friday with their assigned adult. Weekly rewards will consist of a ticket for achieving their weekly goal. This will continue for 2 weeks.
  2. After 2 weeks, the classroom teacher will guide the student to self-monitor behavior using the CICO sheet and the teacher will reward the student in class weekly for achieving their goal. The teacher will turn in the CICO sheet to the adult assigned to the student. At this point, it is important for the teacher to continuously remind the student of expectations for everyone in the class. This will continue for 2 weeks.

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## Exiting CICO Continued

3. After 2 weeks, the student will self-monitor their own CICO sheet with the classroom teacher checking it at the end of each day. The teacher will continue to remind the student of expectations for the whole class. This will help the student transition out of CICO. At this point, the student is to be rewarded by the teacher just like the rest of the class. This will continue for 2 weeks.
4. After 2 weeks, the student will have a trial period of 2 weeks with no CICO sheet, regular classroom expectations and regular classroom strategies. The classroom teacher will keep a weekly summary sheet (provided by the PBIS team) for 2 weeks to keep track of the students work and behavior that will be returned to the staff member assigned to this student. This will continue for 2 weeks.

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## Exiting CICO Continued

- ♦ If students struggle to come out of CICO, the following strategies can be used:
  1. Problems at Step 1:
    - Counselor
    - Increase positive acknowledgement
    - Adult/peer mentor (depends on grade level)
  2. Problems at Step 2:
    - Return to step 1
    - Counselor
    - Adult/peer mentor (depends on grade level)
    - Increase positive acknowledgement
  3. Problems at Step 3:
    - Return to Step 2
    - Counselor
    - Increase classroom rewards for student
    - Increase positive acknowledgement
    - Adult/peer mentor (depends on grade level)
  4. Problems at Step 4:
    - Return to Step 3
    - Counselor
    - Increase positive acknowledgement
    - Adult/peer mentor (depends on grade level)
- ♦ If a student has problems at any of the steps, an extra 2 weeks will be required before moving to the next step. If a student shows problems once out of CICO, the student will see the counselor, and the PBIS team will make a decision based on the recommendation of the counselor.

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## CICO Weekly Rewards

- ♦ All reasonable student choices for weekly rewards are considered.
- ♦ List of most popular weekly rewards:
  - 30 minutes in computer lab
  - 30 minutes extra gym time
  - Eat lunch in a booth with friends
  - Eat lunch with a staff member
  - Choose a prize out of prize chest
  - Office helper
  - Custodial helper
  - Time in counselors room
  - Be a classroom buddy

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### Hiddenite "Reflection Sheet"

Student:	Date:
What did I do?	
What rule did I break?	
Why am I affected when I broke this rule?	
What should I have done?	
What should happen because I broke this rule?	

The "Think Sheet" is used by teachers and administration to help students think about inappropriate behaviors and alternate actions to prevent this behavior from occurring again.

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